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ABSTRACT

The director of an Early Childhood Development Center located in the Southeast United States developed a practicum to provide Spanish instruction for preschool children. The main goal of the practicum intervention was to increase the Spanish vocabulary of 18 children of 5 years of age by 30 words over a 10-week period. Spanish words were presented simultaneously with American Sign language so that a physical motion was related to each word taught. Instruction was conducted with materials in the Peabody Language Development Kit. Children received 15 minutes of instruction per school day. The program was administered by an individual who was bilingual and had degrees in foreign language education and early childhood education. Pre- and post-study evaluations of the children's Spanish vocabulary were conducted by means of a formal checklist, sentence translation, and flash cards. Practicum evaluation data indicated favorable outcomes in children's skill acquisition and enthusiasm for the subject matter. Feedback from educators and parents was also positive. Based on the positive findings, the program was continued in the setting of its original implementation. Plans were made for further development and dissemination. Related materials are presented in six appendices and include survey and evaluation forms and Spanish vocabulary in sign language. (RH)

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DEVELOPMENT OF A FOREIGN LANGUAGE PROGRAM FOR PRE-SCHOOL CHILDREN

by

Susana S. Blake

Cohort XXVII

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A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1988

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Cohort XXVII Date 12-16-88

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

12-18-88
Date

Susana S Blake
Signature of Student

Abstract

Development of a Foreign Language Program for Pre-school Children. Blake, Susana S., 1988: Practicum Report, Nova University, Master's Program for Child Care Administrators.
Descriptors: Early Childhood Education / Bilingual Education / Foreign Languages in Pre-school / Program Development: Second Language Instruction / Second Language Learning: Young Children / Language Acquisition: Pre-school Education / Spanish Speaking: Teaching Methods / Pre-school Curriculum: Spanish / Aural Learning: Communication Problems / Manual Communication / Oral Communication Method: Program Effectiveness / Kindergarten Curriculum

Through the writter's research it is proven that there is very little available in the area of foreign language curriculum that is age appropriate for the pre-school child.

The author designed and implemented a Spanish Language program that can be followed on a day to day basis in the pre-school setting. It has components of manipulatives and visual aides that are appropiate as well as necessary to reach a child of pre-school age. It also incorporates the use of sign language as a tool to trigger verbal responses without the use of English-Spanish translation.

Surveys indicated favorable results both in the children's skill acquisition and enthusiasm for the subject matter. Feedback from educators and parents of the children was also positive in reference to the program content and methodology. Based on the positive results, the program was continued in the setting of its original implementation and plans are made for further development and dissemination.

Chapter 1. Introduction

As in many regions of the United States, the geographical area under study coincided with a specific cultural group. In an area in the Southeast of the United States, there was a marked Latin American cross culture. This social/ cultural integration dates back to the Spanish settlers in the 18th century. Their influence could be noticed in the names of cities and streets and in the architecture of historical monuments and buildings, as well as in the history of the area. Over the years, different groups of Latin American people have immigrated to the area, for different reasons. There was a large community of Cuban background that had been in the area for at least three generations. There were also recent groups of Mexican immigrants. Another Latin American group that was large enough to represent a strong community was composed of recent arrivals of families from Colombia, Argentina, Venezuela, Chile and other South American countries. Their socio-economic background varied from professionals in the field of medicine and engineering to field laborers and factory workers. The result was a society with strong Hispanic characteristics. These observations were documented by Leland Hawes, History and Heritage reporter of a local newspaper.

The author of this study was the director of an Early Childhood Development Center in the area mentioned above. Her background was in Early Childhood Education as well as Foreign Languages.

Chapter 2. Study of the problem.

Section A

There were marked differences and simmilarities among these cultures. Over the years they had also assimilated to the American society and thus had taken on new characteristics. A common denominator though had always been and still remains, the Spanish language. The older generations instilled this knowledge in the homes but as families grew and integrated, the ability to expose the younger generation to the Spanish language was becoming more difficult and less of a natural process. At the same time the need for adults to communicate in Spanish as well as in English was becoming more acute, as travel to Latin America became more accessible, trade and commerce with Spanish speaking people was common, and general dealing with Spanish speaking people of all walks of life became part of daily routine.

Parents and educators of young children were becoming more and more aware of these trends. Children in the region of this proposal were exposed informally to the Spanish language from a very young age, through Spanish T.V. and radio programs, neighborhood bilingual children, bilingual street and city signs, etc. Formal foreign language education, specifically Spanish, was not offered in the school system in the area until the Junior High school level. A glance at the advertisements of local Early Childhood Development Centers shows that many listed "Spanish instruction" as one of their offerings. As Director of one such center in the area, the writer was aware of the reality of parental demand for Spanish instruction at an

early age through the number of requests for such a program.

Research in the field of Foreign Language education for Pre-school children produced very little information in reference to specific programs and curriculum. Various programs were available for elementary age children and older (Appendix A). A review of these programs pointed to the inadequacy of their implementation in the pre-school level. These programs incorporated conversation with reading and writing skills at every step. These are skills that the pre-school children were not encountering yet in English and that furthermore would often be inconsistent with their English counterparts. The foreign language programs available were exactly that, foreign programs, aimed at a child that developmentally was capable of logical operations, who operationaly could reverse and classify information, who could reason logically and without the need of concrete objects or events. The Foreign language programs available were geared to children who had reached cognitive maturity, and who therefore could mentally adapt to and organize their environment. These programs relied on books, workbooks, oral recitation, memorization and dramatization.

Another source of materials available to implement a Foreign Language program in the pre-school level was found where the language was not foreign but the child's first language. At this level the materials availabe were: records, nursery rhymes, picture books, picture flash cards, ethnic toys and other such articles. In the area such as the one where this study was being conducted, these items were

readily available. These teaching aids could be incorporated into the pre-school's environment in a positive confortable setting and the children could be appropriately exposed to the vocabulary and cultural aspect they represent.

In reviewing the above mentioned data the problem became apparent: there was a need for an age-appropriate curriculum for Spanish instruction at the pre-school level, and there was no such program available.

Section B.

To validate the problem a survey was sent out to twenty local Early Childhood Development Centers' Directors (Appendix B). Nine Directors responded. All nine Directors were in agreement that offering Spanish instruction was an asset to their curriculum. Eight out of the nine responses stated that prospective parents specifically inquired about the Spanish instruction offering. The uniformity of responses ended at this point. Where the questionnaire inquired about specific Spanish programs and curriculum the responses were varied and vague. Six of the nine directors stated that their Spanish program was based on the availability and methods of an instructor with knowledge of the language. The curriculum was labeled as "...conversational,... vocabulary based on picture cards,... repetition of routine Spanish sentences and words,... based on children's interest...". One of the directors who responded to the survey stated that their Spanish program is based on records and tapes of children's songs and nursery rhymes, but gave no specific names of the recordings. Another director

stated that they use a program based on records that the children listen and repeat on cue. The program is "The Living Language Course in Spanish" By Ralph Weiman (1955), a program for adults to acquire conversational language skills. The last response did not include any statement under the category of programs or materials used.

Another item that the survey focused upon dealt with the children's accomplishments in the area of Spanish language aquisition. None of the respondents had a systematic or formal method of measurement. Directors evaluated their Spanish programs based on children's enthusiasm and parents' response. The three centers that stated they had offered Spanish instruction for more than one year stated that their programs were repeated year after year and did not provide allowances for children with different levels of language knowledge, skills or experience.

In reviewing the data from the survey and the literature review mentioned above, the problem became apparent: there was a need for an age-appropriate curriculum for Spanish instruction at the pre-school level.

Section C.

Pre-school education had only recently developed beyond the level of group baby sitting - play group situation. The changes, research and growth in the field were tremendous. This stage in the field of child care education had often been referred to by experts in the field, as the infancy of child care education. This represented a

challenge to educators as well as an opportunity to investigate the needs that are specific to each area, as well as general to the population it represents. The need for a formal early childhood foreign language curriculum was obvious to the geographical region of this study as well as the awareness of the specific developmental needs of pre-school children.

Section D.

A review of the literature offered references to language programs in the pre-school level for children whose primary language was not English. Because these programs were to be implemented in English speaking pre-school settings in the United States, the programs called for total immersion into the English language. Therefore, these curriculums covered all the areas of pre-school education, and a full day schedule, (Development Associates, 1976.,Keatinge, 1984., Benjamin, 1969., Rothfarb, 1985).

Another area of data found in the literature research, represented a large pool of research dealing with foreign language education for pre-school children from a developmental point of view. These studies pointed to the specific needs of the children of the age under study as opposed to children of elementary school age (Arnberg, 1983). Specific recommendations were made dealing with curriculum development, in reference to the use of manipulative materials, the child's ability to grasp concepts and the acquisition of language. Recommendations were made for the development and implementation of foreign language programs for pre-school age children and samples of

lessons were offered (Rosenbusch, 1987., Garnett, 1987., Garcia, 1985., Flood, 1970., Genishi, 1982).

There was evidence through the literature research that foreign language programs had been instituted in other Countries where there was an awareness and need for communication with a broader society. In such cases, the teaching of foreign languages had been incorporated in the core of the country's education (National Swedish Board of Education, 1982., Morrison, 1984., Council for Cultural Cooperation, 1983).

As stated above, extensive research was available in the area of language development in the pre-school aged child as well as language programs for children whose primary language was not English. This study went one step further, with the awareness of the need for a foreign language program in the pre-school level and the unavailability of it. It seemed apparent that the development of such program would answer a specific need.

Chapter 3. Anticipated Outcomes and Evaluation Instruments

The following goals were projected for this practicum:

Over a period of ten weeks, 18 children aged 5 will increase their knowledge of Spanish vocabulary by at least 30 words, as measured by the difference in a pre- and post test (Appendix C).

As documented in the above study, there is a need as well as unavailability for an age appropriate foreign language program for

pre-school children. The writer developed such a program which would be implemented over ten weeks as stated above.

At the end of the ten weeks, parents of these children would also be questioned informally to determine if there had been any noticeable change in the children's enthusiasm and awareness of the foreign language and ensuing cultural subjects discussed.

The nine center directors who responded to the quesstionaire on Appendix B would be contacted and a sample lesson would be offered to a class in their center to be taught by the author of this practicum. This class woould be 30 minutes long and woould demonstrate the proposed program in action. These classes would be completed also within the ten weeks as proposed above. At the end of each visit to these centers, the directors would be asked to complete questionaire in Appendix E. This would determine the feasability and practicality of the program being taught in different centers by varied instructors.

Chapter 4. Solution strategies.

A. Information collection.

As stated in chapter two, there was little available in the field of foreign language programs for the early childhood educator of Englilsh speaking children. A review of the literature proved that extensive research had been done to determine appropriate methods from

a child development point of view, to teach this subject. Studies had been done both with children in the United States where English is their second language amd with English speaking children learning a foreign language. Although simmilarities were found in these two instances, their basis varied tremendously. In the programs for non-English speaking children the premise was that the foreign language, English, was a necessity to survive in the United States, and that the English language would be found in every area of their day to day life, T.V., radio, supermarkets, in the playgrounds, etc. It was referred as total immersion in the language, and the emphasis was equally distributed in language as well as cultural acquisition, thus the label Bilingual/Bicultural program (Development Associates, Inc. Washington D.C.,1976). A practical study that includes a detailed foreign language in this realm is the Carpinteria Preschool Spanish Immersion Program (Keatinge,1984). This program was developed to bring Spanish speaking children to a level in school readiness skills that matched English dominant children upon entrance to Kindergarten. Another study was done in the pre-school level dealing with foreign languages for non-English speaking children. This program is specific in their daily lessons in reference to basic ideas of size, color, number, time, space and familiar objects vocabulary (Benjamin,1969).

Another group of studies in the field of foreign languages concentrates in the appropriate methods, expectations and rationale as it deals with child development. Eugene Garcia (1985) discusses the cognitive development of biligual children and its implications for early childhood education, the process of dual language acquisition

x3

early childhood education, the process of dual language acquisition and its implications on linguistic development.

A review of the literature offered a variety of foreign language programs developed for young children. In Marcia Rosenbusch's (1987) study specific suggestions are offered for planning a Spanish as a second language program for pre-school children, offering a variety of classroom activities. Other such specific programs are found within broader studies, where teacher's manuals are presented with activities, exercises, materials and methods for the teachers of early childhood age children to implement in the classrooms (Flood, 1970, Arnberg, 1983).

A third area of interest and research for this practicum involved the system referred to as Total Physical Response in Nancy Andrews' (1986) study on Building Resources for a Spanish as a Second Language Program. According to this method, little is learned by rote. The child is physically involved in daily activities and the language that accompanies him is the foreign language being taught. This method resembles the Total Immersion situation of language acquisition where the foreing language is that of the environment. Studies dealing with language acquisition in pre-school children often deal with sociodramatic and role playing situations where the child is able to translate physically the abstract language concepts learned (Genishi, 1982). Simmilar methods were found in programs of language acquisition for hearing impaired children. Allison Gregg (1981) offers guidelines for planning and implementing learning activities for hearing and

From the studies described above one coould derive tremendous information and background to formulate an age appropriate foreign language program for pre-school children.

B. Solution strategy.

In reviewing the data and the literature mentioned above, the need for an age-appropriate curriculum for Spanish instruction at the pre-school level became apparent. The author of this practicum developed such a program based on the studies of appropriate child development and language acquisition. A unique element was included, that of simultaneous sign language and oral foreign language presentation. This element provided the young children with a physical motion that related directly to the vocabulary being taught. The American Sign Language method was used as it employs descriptive motions that convey the concept. In so doing the author of this practicum hoped to convey the Spanish language and trigger oral response, without translation. Lesson plans were outlined with the awareness that this was to be a practical solution, structured so that pre-school teachers could implement the program effectively and with ease. The implementation of this program also needed to fit into a daily schedule in pre-schools, with varied availability of materials and background of staff in linguistic skills.

C. Implementation Phase

The study begun in September, 1988 and run through October 1988. There were 18 children aged 5 involved in the program. Pre- and post-study evaluations of the children's Spanish vocabulary were conducted using a formal checklist, sentence translation and flash cards (Appendix C). They were shown the picture cards and answers were marked showing weather the child did or did not know the Spanish word for it. Picture cards were from the selection used in the ensuing months for the methodical teaching of the Spanish vocabulary. The pre-test was given on September 6th and the post-test on October 24th.

The program was administered by an individual who is bi-lingual and has degrees in Foreign Language Education and Early Childhood Education. The children received a total of fifteen minutes of instruction per school day, given by the above administrator.

The children were taught via picture flash cards in conjunction with sign language based on the book on Signing by Elaine Costello (1983) as reference to the instructor. English-Spanish translations were not employed. Instruction was also supplemented by use of manipulatives and active participation by the subjects.

The study employed the use of materials in the Peabody Language Development Kit (Dunn, 1981), specifically the card deck, comprising of picture cards, plastic color chips, magnetic board, magnetic manequin and body parts and the display board. A set of two puppets were also used, a boy and a girl with hispanic given names.

A detailed overview of the Spanish classes presented will follow, including the vocabulary taught, its sequence, methods and accompanying games, finger plays, songs or other appropriate information. Appendix E includes a list of said vocabulary and its corresponding sign language (Costello).

On the first session the children were met by their Spanish teacher and greeted with the statement "Buenos Dias" accompanied simultaneouusly with the corresponding sign. Immediately the "Circle" song (Appendix F) followed in English:

"This is the way we make a circle
This is the way we make it grande
This is the way we make it pequeno"

By the end of the song the children were sitted in a circle on the floor. The instructor then placed the two Spanish dolls also among the circle of children, next to the teacher. The teacher then turned to the first doll and said "Buenos dias". The first doll then was turned to the second doll and repeated the greeting. The secsond doll was then turned to the first child and repeated the greeting. The child after a moment's hesitation and a nod of reassurance from the teacher followed the pattern and the "Good morning" greeting was established. This practice was to be followed routinely every day as the established begining of the Spanish class. The dolls were always placed by the teacher's side to provide the introduction and reinforcement of the vocabulary.

Following the morning routine, the teacher introduced the dolls

with a statement refering to the fact that these two new friends can only speak Spanish. The teacher encouraged the children to greet the dolls but when the children said "Good morning" the dolls just sat there. The teacher then made the sign language for "Good morning" that the children had just used. At that point several children excitedly said "Buenos dias". At that point the dolls responded enthusiastically with the same greeting and the teacher walked the dolls among the circle of children where each one greeted and hugged the dolls. At this point the premise of communication between people of different languages was set, as well as the awareness of the process of translation between languages.

The next lesson centered around introductions of names with the following vocabulary: " Como te llamas? -- Me llamo..." (What is your name? -- My name is ...). Again the teacher used the dolls to introduce the vocabulary and reinforce it through repetition before the children were led into the same exchange.

Class was dismissed at the end of the fifteen minutes alloted to the Spanish lesson by waving and saying "Adios".

Over the next ten weeks, daily Spanish lessons were presented as follow. The structure of this presentation resembles a lesson plan format and it should enable the reader to understand the program and reproduce it on a day to days basis. No allowence is made in this presentation for repetition of activities to reinforce and to maintain vocabulary already covered. Each unit includes games, songs,

fingerplays or the like, which can be used for that purpose.

Greetings

Vocabulary:	Spanish	English
	Como estás?	How are you?
	Muy bien	Very well
	Triste	Sad
	Enojado	Angry
	Excitado	Excited
	Aburrido	Bored

Activities:

1. Vocabulary recall triggered with sign language motions.
2. Teacher tells small anecdotes such as:"I lost my cat... como estas?", "My friend pushed me...Como estas?"... "I have new crayons... como estas?"
3. Song: "If you are happy and you know it say MUY BIEN", etc.

Numbers

Vocabulary:	Spanish	English
	Uno	One
	Dos	Two
	Tres	Three
	Cuatro	Four
	Cinco	Five
	Seis	Six
	Siete	Seven
	Ocho	Eight

Nueve	Nine
Diez	Ten

Activities:

1. Rote counting
2. Counting to different physical motions (clapping, hopping, etc).
3. Counting units up to different designated numbers.
4. Song: "Ten little indians"

Animals

Vocabulary:	Spanish	English
	Perro	Dog
	Gato	Cat
	Vibora	Snake
	Araña	Spider
	Vaca	Cow
	Caballo	Horse
	Conejo	Rabbit
	Pescado	Fish
	Pavo	Turkey

Activities:

1. Vocabulary recall through picture cards.
2. Vocabularry recall through sign language.
3. Charades game, trying to guess animal being immitated by sounds made or by motions.
4. Song "Vamos a ver la granja" (Old Mac Donald).

Family

Vocabulary:	Spanish	English
	Madre	Mother
	Padre	Father
	Hermano	Brother
	Hermana	Sister
	Bebe	Baby
	Abuela	Grandmother
	Abuelo	Grandfather

Activities:

1. Vocabulary recall through picture cards.
2. Role play using dress up items such as hats.
3. Song "This is my Madre" pointing to each finger.
4. Teacher asks children "Who is Mr. Jones?" Child responds:"Mi padre"
5. Teacher asks "Who is your madre? Child responds: "Mrs. Smith"

Occupations

Vocabulary:	Spanish	English
	Maestra	Teacher
	Doctor	Doctor
	Enfermera	Nurse
	Policia	Policeman
	Bombero	Fireman

Activities:

1. Vocabulary recall through picture cards.
2. Vocabulary recall through sign language.
3. Role playing using dress-up items and accesories.

4. Charades game.

Places

Vocabulary:	Spanish	English
	Escuela	School
	Parque	Park
	Hospital	Hospital
	Oficina	Office
	Restaurante	Restaurant

Activities:

1. Vocabulary recall through picture cards.
2. Vocabulary recall through sign language.
3. Teacher sets up props for each building studied and directs children to go to different ones.
4. Riddles about different type buildings. (Where do you go on a picnic?...Where can you go for dinner?...).

Feelings

Vocabulary:	Spanish	English
	Tengo hambre	I am hungry
	Tengo sed	I am thirsty
	Tengo frio	I am cold
	Tengo calor	I am hot
	Tengo miedo	I am scared

Activities:

1. Vocabulary recall through sign language.
2. Teacher tells short anecdotes and triggers response (You forget

your jacket and it snows!... Tengo frio.)

3. Charades game.

4. Song "El pollito dice Pio, Pio, Pio,
Tengo hambre, tengo frio"

An important goal of this practicum was to develop a program that could be implemented by existing staff at an Early Childhood Development Center, who may or may not be fluent in the Spanish language. As with the sign language, all the vocabulary needed is included in this study for that purpose with the corresponding translations. The English translations were not used with the children though. During the implementation period of this practicum, a staff member other than the author "substituted" as the Spanish teacher once a week. The author was available as an observer only. At the end of the ten weeks implementation period a post-test evaluation (Appendix C) was given to the children who participated in the program.

Another aspect of this practicum was to present the program to other Child Development Centers in the area and to receive feedback from their directors as of its quality, possibilities of implementation and the like. Such classes were offered in six centers. A combination of the first lesson plan routine was combined for this purpose, with an introduction to the vocabulary on animals. These one-time presentations lasted around 30 minutes. After each visit a Post-visit evaluation form (Appendix D) was requested from the center's director.

Chapter 5: Results, Conclusions and Recommendations

At the onset of this practicum, several objectives were outlined. The basic goal was to develop a foreign language program for pre-school aged children. The goal of the author was to develop a program that would fulfill certain criteria as follows:

1. The program should be age appropriate both in content and mode of learning.
2. The children in the program would increase their verbal and comprehension skills in Spanish.
3. The children involved in the program would develop an increased awareness of the language and its culture.
4. The program developed would be of value and available to other pre-schools.
5. The program would be clear and comprehensive so that staff members of varied background and ability could implement it.

Each item listed above will be discussed separately in this section following the same order.

1. The program should be age appropriate both in content and mode of learning. The vocabulary chosen for the lessons presented were based in the children's day to day common subjects and experiences, such as numbers, animals, etc. The choice of vocabulary was also drawn from the Peabody Language Development Program (Dunn, 1981). The lenght of the sessions were limited to 15 minutes five days a week. This time period proved to be very adequate as measured by the children's attention span. The consistency and repetition that the daily lessons

allowed also proved to be a positive factor in the children's ability to memorize the vocabulary and comprehend its meaning. In reference to the mode of learning this program offered the use of sign language as an added tool to trigger responses without the use of English-Spanish translations. The children were able to immitate the signs immediately and without coaxing, as part of the routine. The physical motion that the Sign Language provided proved to be most appropriate for children of this age (five years old), as it provided an added input. Thus the children received the oral, visual and physical motion reinforcement for each word presented. The verbal response, when given the sign for a word, was immediate as was the reverse procedure, when asked to give the sign for a given word. In an informal survey with the same children, the responses were slower, sometimes incorrect and seem to require actual mental translation, which many children at this age, are not capable of developmentally (Garcia, 1985). The use of the Spanish dolls also seemed to be an asset to the program as it gave the teacher the opportunity to present the material and reinforce it with dramatic play. This aspect as well as the use of picture cards, manipulatives and repetitious songs and rhymes are proven mehtods of teaching-learning for the pre-school aged children.

2. The children in the program would increase their verbal and comprehension skills in Spanish. The results on this item were based on a pre-post test (Appendix C), given to the children at the beginning and at the end of the implementation of the program.
The test was based on 41 vocabulary words or phrases. The children's response was drawn with picture cards from the selection used as part

of the daily lessons. The goal of the author was to increase the children's vocabulary by at least 30 words. The results were much better than expected in this area. The results in the pre-test showed that of the 18 children tested, five children had 12 correct answers out of 41, 3 children had 7 correct answers and the remainder had no correct answers. In this pre-test as expected the results showed that the children uniformly were not able to translate any of the vocabulary words presented. The few correct answers were from children that guessed correctly with words that are almost identical in English and in Spanish, such as "hospital, restaurant, doctor, etc", and in commonly used words in the area under study such as rote counting from 1 to 10. The results of the post-test showed that of 18 children in the program, 16 had 100% correct answers. The two children who did not answer all questions correctly missed only three and nine words respectively. Still their Spanish vocabulary had increased by the 30 words set as the goal. Therefore, the program proved very effective in this area.

3. The children involved in the program would develop an increased awareness of the language and its culture. This area can only be judged subjectively since no formal test was developed to measure it. Parents and teachers were questioned about the children's interest and awareness in the Spanish culture and vocabulary. Uniformly, they reported that the children were always asking for the Spanish equivalent of words and even making up words with a Spanish accent. Whenever children would see their Spanish instructor they would use the Spanish vocabulary to greet her. Also it was noted that

the children used the Spanish words such as counting when playing games such as jumping rope, etc. Parents also reported the children's increased awareness of foreign languages, such as when they would hear it spoken in public places. Incidents as the ones described above lead the author to report that the program had been successful in increasing the children's awareness of the language and its culture.

4. The program developed would be of value and available to other pre-schools. To evaluate this area of the program, the author of this program presented a sample lesson to six area pre-schools who had shown an interest in the development of a formal foreign language program. After the presentations the directors were asked to complete a post-visit evaluation (Appendix D). The responses were positive and strongly showed an interest in the program and suggested that they would be interested in using it regularly in their centers if it were to become available. The only area of concern was that of having the appropriate staff member to implement the program on a daily basis and for such a limited time. This subject is further discussed on the next paragraph. In general though, the response was positive and it proves that there is a need for a formal foreign language program for pre-school children and furthermore that the program developed for this practicum meets the criteria that Centers' directors have.

5. The program would be clear and comprehensive so that the staff members of varied background and ability could implement it. The lesson plan format used in this program, as outlined in chapter four offers teachers clear and extensive resources to present the material.

It is presented in a simple manner so that the teacher can use it directly from the manual. It includes all information needed so that the teacher's investment of time to prepare for the lessons would be minimal. The program includes a section with the equivalent sign language for each section. The author of this practicum presented the program to fellow teachers for their feedback. In general the program was thought to be clear and concise and they felt they could easily fit it into their daily routine as far as the time it required for preparation as well as the time it required for daily implementation. During the implementation period of this project a "substitute" teacher presented the Spanish lesson once a week to the 18 children in the program, to further test this aspect. The only area of concern that was brought up coincided with the concern the pre-schools directors had stated, that of the teacher's need to speak the foreign language. Although Spanish is a phonetic language and its pronounciation can easily be explained and acquired, a person with no background in Spanish would not be able to implement the program with ease. This became apparent when the "substitute" teacher presented the lessons, not only because of her disconfort with the lack of vocabulary but also because of her limitations in expanding on a subject and not feeling free to interact with the children and the dolls. The teacher stated that she felt very limited and unable to be creative beyond the available vocabulary.

Based on the above analysis of the goals set for this practicum the Spanish program developed for pre-school children appears to be a valuable one. A few recommendations for its improvement need to be

mentioned.

1. The teacher assigned to implement the program daily would ideally have some background knowledge of the Spanish language.

2. There should be one teacher assigned at each pre-school, and she could teach several groups of children at fifteen minute intervals, instead of all teachers being responsible to teach Spanish to their own class.

3. Community resources should be tapped such as Spanish speaking visitors, Spanish radio and T.V. stations, Spanish foods, and the like, to add to the program the aspect of Spanish culture.

As a follow on to the above practicum the author would like to expand the program to other areas of vocabulary and language expression, following the same format. The children at the pre-school were the implementation took place will continue to receive fifteen minutes daily of Spanish instruction using the same method developed. Future plans include the implementation of the program for children in the 4 year old group. Based on the response of Directors of area pre-schools, the author also plans on expanding the presentations and sample lessons to other Early Childhood Development Centers and professional associations. Plans are to videotape a sample lesson to be used when doing presentations to adult groups. Collegues familiar with the program share their enthusiasm and optimism on the value and need for the program developed for this practicum.

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APPENDIX

APPENDIX A

SPANISH LANGUAGE PROGRAMS

The following list is a sample of Spanish Language Progarams available to educators. They represent programs used in the United States with English speaking children and with children where Spanish is their first language.

Da Silva, Zenia Sacks. Nuestro Mundo. Toronto: The Macmillan Co., 1970.
De Villar, Delia Diaz. Lengua Espanola. Madrid: Ediciones Codice, 1970.

Dieguez, Alfredo Poblador. Nosotros y las Palabras. Zaragoza: Editorial Luis Vives, 1977.

Edelvives. Leo y Comento. Zaragoza: Editorial Luis Vives, 1980.

Ginsburg, Ruth R., and Robert J. Nassi. Speaking Spanish. Boston: Allyn and Bacon, 1958.

Gowland, Mariano E. Espanol, Primer Curso. Milwaukee: The Bruce Publishing Co., 1962.

Griffith, Paul, Sandra Briggs, Eduarado Neale-Silva and Robert L. Nicholas. Churros y Chocolate. Illinois: Scott, Foresman and Co., 1981.

Johnston, Marjorie C., Eddie Ruth Hutton and Manuel Ponciano L. En Marcha. New York: Frederick Ungar Publishing Co., 1963.

LaGrone, Gregory G. and Victoria Romera-Navarro, Hablamos Espanol. New York: Holt, Reinhart and Winston, Inc., 1968.

A-LM Spanish. New York: Harcouort Brace Jovanovich, Inc., 1974.

Nuestros Amigos. New York: Harcourt Brace Jovanovich, Inc. 1979.

Voy a Mexico con Perico. Pennsylvania: Hayes School Publishing Co., 1962.

Ejercicios de Lenguaje. Madrid: Editorial Everest, S.A., 1979.

APPENDIX B

SURVEY: Spanish instruction in the pre-school level

1. Does your Center offer Spanish instruction Yes ____ No ____
2. If yes, do you consider it an asset to your curriculum Yes ____ No ____
3. Do prospective parents specifically inquire about Spanish instruction Yes ____ No ____
4. Do you use specific Spanish curriculum Yes ____ No ____
5. If yes, please name:
6. Does your program require the use of a Spanish speaking instructor Yes ____ No ____
7. Do you formally evaluate children's accomplishments in Spanish Yes ____ No ____
8. Has your Center offered Spanish for more than one year Yes ____ No ____
9. Does your Center offer different levels of Spanish instruction Yes ____ No ____
10. Would you be interested in a formal Spanish curriculum Yes _____ No _____

Comments:

APPENDIX C

Pre- post test evaluation

TRANSLATION

	Sep. 6th	Oct. 24th
Good morning	_____	_____
Good bye	_____	_____
How are you?	_____	_____
Very well	_____	_____
Sad	_____	_____
Angry	_____	_____
Not well	_____	_____
Excited	_____	_____
Bored	_____	_____
I am hungry	_____	_____
I am thirsty	_____	_____
I am cold	_____	_____
I am hot	_____	_____
I am scared	_____	_____
Counting to 10	_____	_____

PICTURE NAMING (With flash cards)

Mother	_____	_____
Father	_____	_____
Brother	_____	_____
Sister	_____	_____
Baby	_____	_____
Grandmother	_____	_____
Grandfather	_____	_____
Dog	_____	_____
Cat	_____	_____
Snake	_____	_____
Spider	_____	_____
Cow	_____	_____
Horse	_____	_____
Rabbit	_____	_____
Turkey	_____	_____
Fish	_____	_____

TRANSLATION - PICTURE NAMING

Teacher	_____	_____
Doctor	_____	_____
Nurse	_____	_____
Policeman	_____	_____
Fireman	_____	_____
Office	_____	_____
School	_____	_____
Park	_____	_____
Hospital	_____	_____
Restaurant	_____	_____

APPENDIX D

Post-visit evaluation

1. Does your center offer Spanish instruction.....yes ____ no ___

2. If yes, were the children receptive to the new method of instruction ..... yes ___ no ___

3. If yes to #1, were the children involved in the class offered ..... yes ___ no ___

4. Were the methods of the class offered age-appropiate. yes ___ no ___

5. Was the content area appropiate .....yes ___ no ___

6. Did you receive any feedback from the parents in reference to the class offered .....yes ___ no ___

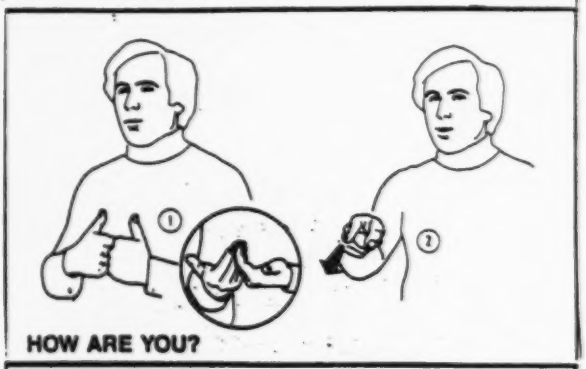
7. Would you recommend the use of this program in your center .....yes ___ no ___

8. Do you think one of your staff members could implement this program .....yes ___ no ___

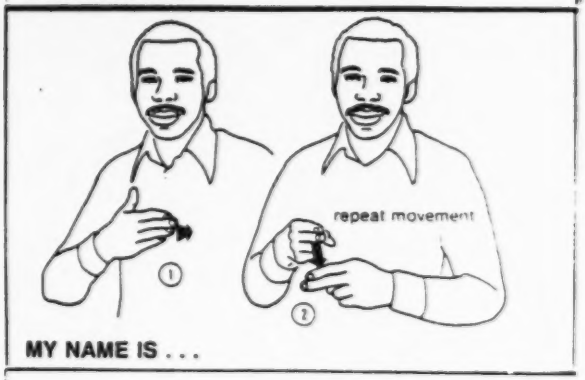
Comments:

Sign language-Spanish vocabulary

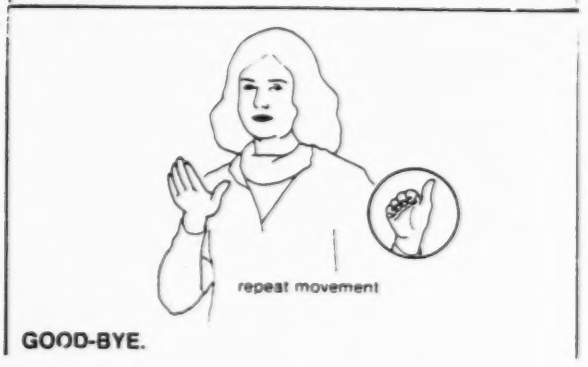
Buen dia



Como estás?



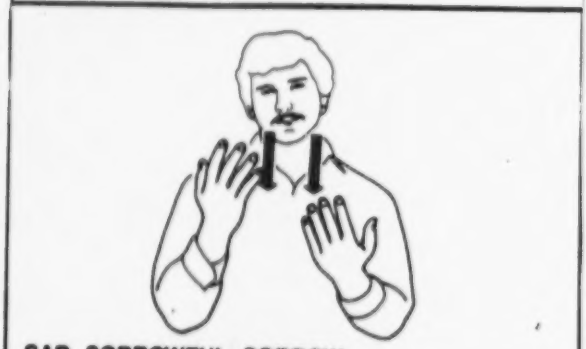
Me llamo



Adiós

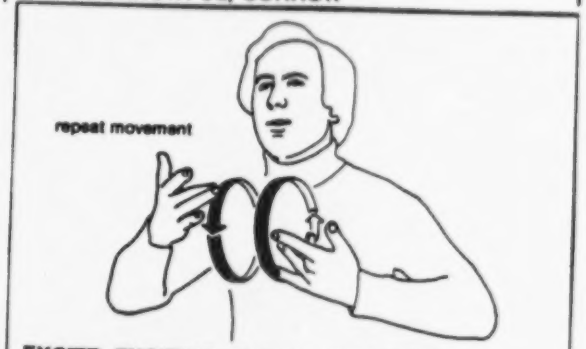
HAPPY, GLAD, JOY

Muy bien



SAD, SORROWFUL, SORROW

Triste



EXCITE, EXCITING, THRILL, THRILLING

Excitado

BORING, BORED, DULL

Aburrido

ANGER

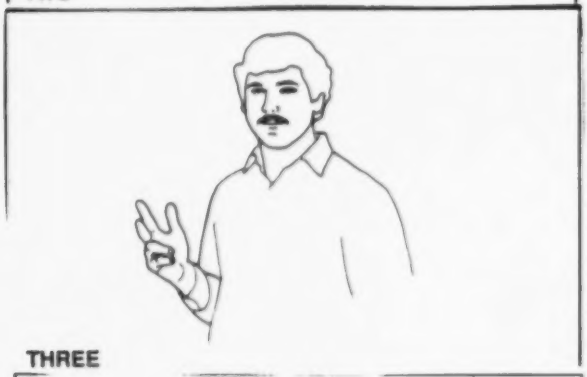
Enojado

ONE

Uno

TWO

Dos



THREE

Tres

FOUR

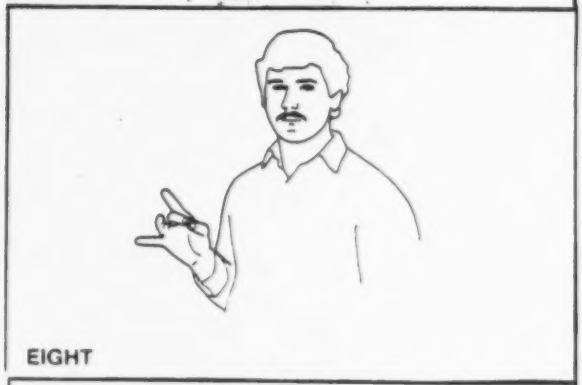
Cuatro

FIVE

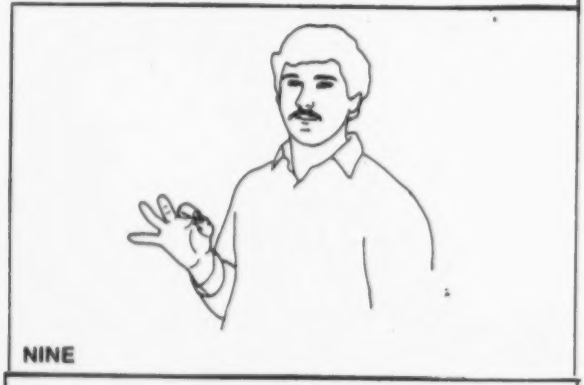
Cinco

Seis

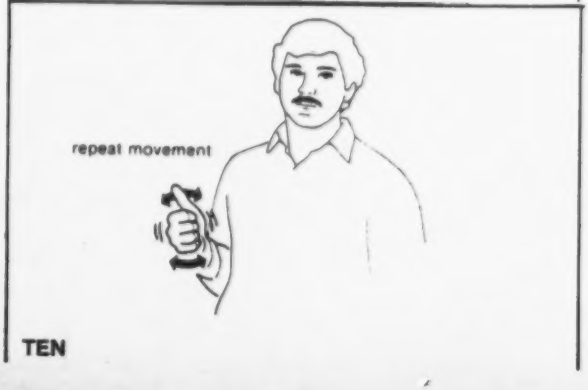
Siete



Ocho



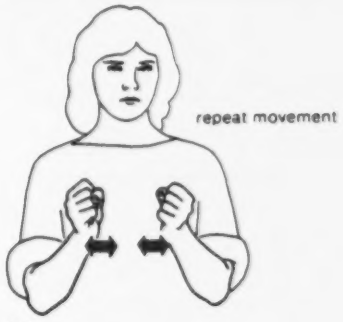
Nueve



Diez

HOT, HEAT

Tengo calor



COLD, CHILLY

Tengo frio

THIRSTY

Tengo sed

HUNGRY, STARVED

Tengo hambre

AFRAID, SCARED, FRIGHTENED

Tengo miedo

FATHER, DAD

Padre

MOTHER, MOM

Madre

BROTHER

Hermano

SISTER

Hermana

BABY, INFANT

Bebe

GRANDFATHER

Abuelo

GRANDMOTHER

Abuela

DOG

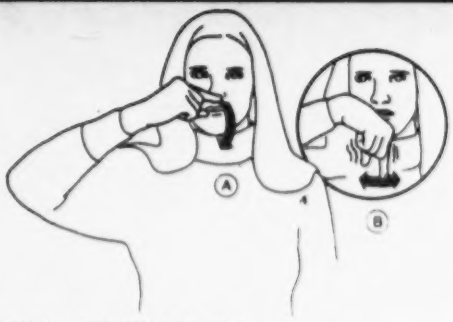
Perro

CAT

Gato

SPIDER

Araña



TURKEY, THANKSGIVING

Pavo

FISH

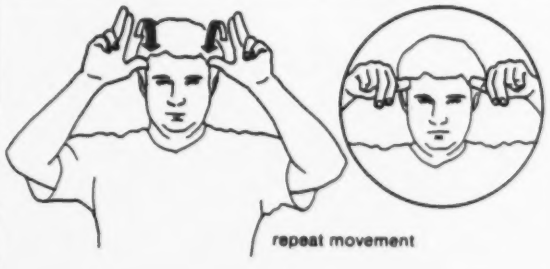
Pescado

SNAKE

Vibora

COW, CATTLE

Vaca



HORSE

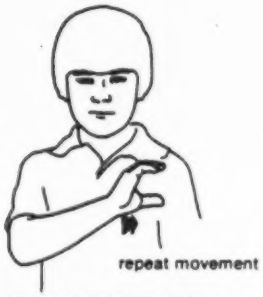
Caballo

TEACHER

Maestra

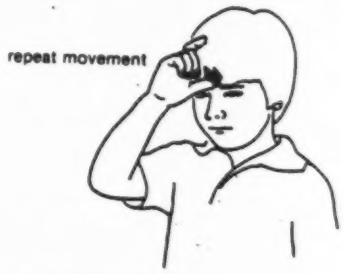
DOCTOR, MEDICAL

Doctor



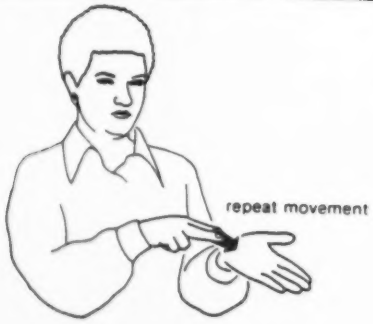
POLICE OFFICER, POLICE, COP

Policia



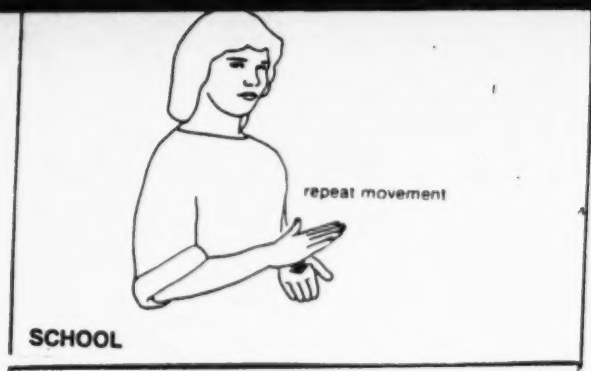
FIRE FIGHTER, FIREMAN

Bombero

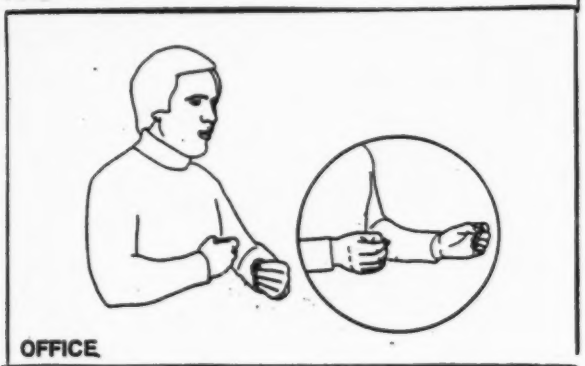


NURSE

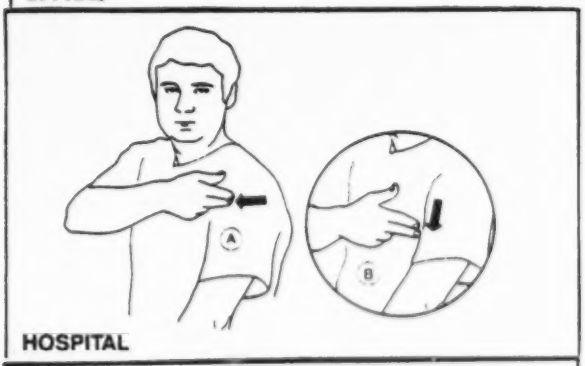
Enfermera



Escuela

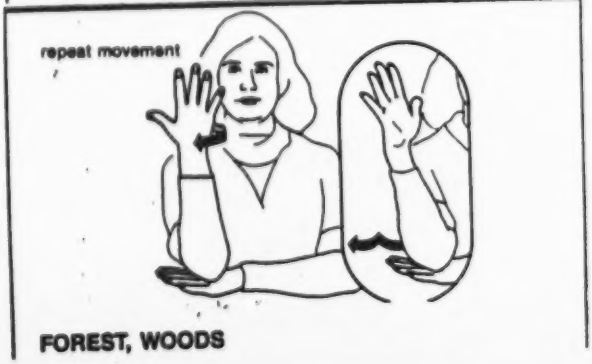


Oficina



Hospital

Restaurante



Parque

APPENDIX F

SONGS AND RHYMES

This is the way we make a circle

(Tune of "Here we go 'round the Mulberry bush")

This is the way we make a circle
make a circle, make a circle,
This is the way we make a circle
When we go to Spanish.
This is the way we make it Grande...
This is the way we make it pequeno...

If you're happy and you know it

If you're happy and you know it say MUY BIEN
If you're sad and you know it say TRISTE
If you're angry and you know it say ENOJADO
If you're excited and you know it say EXCITADO
If you're bored and you know it say ABURRIDO

Ten little indians

Uno, dos, tres inditos,
Cuatro, cinco, seis inditos,
Siete, ocho, nueve inditos,
Diez inditos son.

Vamos a ver la granja

Vamos a ver la granja que es hermosa

(rpeaat three times)

Y..el gato dice asi: miau, miau

Y...la vaca dice asi: moo, moo.

(change for each animal)

Mi familia

This is mi padre (point to thumb)

This is mi madre (point to pointer)

This is mi hermano (point to middle finger)

This is mi hermana (point to ring finger)

This is mi bebe (point to pinky)

Oh how I love them all.

Tengo hambre, tengo frio

El gatito dice miau, miau, miau

tengo hambre, tengo frio.

La madre le da maiz y abrigo.

No tengo hambre, no tengo frio.

(Change to other animals)